



School Culture and Management Strategies for Cultivating Religious Character at SMA Negeri 6 Kota Bengkulu

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Abstract

This study examines the role of school culture and management strategies in cultivating religious character among students at SMA Negeri 6 Kota Bengkulu. Employing a qualitative case study approach, data were collected through classroom observations, interviews with teachers, administrators, and students, as well as document analysis. Findings indicate that a positive school culture—comprising formal rules, informal interactions, rituals, and environmental cues—significantly influences students' ethical behavior, spiritual awareness, and social responsibility. Management strategies, including curriculum integration, teacher professional development, leadership practices, extracurricular programs, and community engagement, reinforce cultural values and ensure consistent implementation. Observational and interview data show that alignment between school culture and management practices fosters higher levels of empathy, discipline, and moral reasoning. Challenges such as diverse student backgrounds and resource limitations are addressed through adaptive leadership, reflective practices, and collaborative approaches. The study concludes that a holistic integration of cultural and managerial strategies provides an effective framework for sustainable religious character development in secondary education.

Keywords: Character Education, Management Strategies, Religious Character, School Culture

Introduction

School culture plays a pivotal role in shaping students' values and behaviors. It encompasses shared beliefs, norms, and practices that influence the educational environment. Positive school culture encourages collaboration, respect, and ethical conduct among students and staff. Recent studies emphasize the link between organizational culture and student character development. Effective management strategies integrate cultural principles into daily practices to support holistic education. Teachers and administrators act as cultural carriers who model desired behaviors. The alignment between institutional values and educational policies enhances the learning experience (Indarwati, 2020).

Developing religious character has become a significant objective in contemporary education. Religious character encompasses ethical conduct, spiritual awareness, and moral decision-making. Educational institutions face the challenge of fostering these qualities while maintaining academic standards. Integrating religious values requires intentional planning, consistent implementation, and reflective practices. School leaders play a critical role in embedding these values across curricula and extracurricular activities. Observational studies provide insight into how cultural norms influence student behavior. Effective approaches balance structure, guidance, and autonomy to promote internalized values (Hidayat & Malihah, 2023).

Management strategies in schools extend beyond administrative tasks. Strategic planning involves curriculum design, resource allocation, and personnel development. Leadership approaches influence both teacher motivation and student engagement. Cultural sensitivity enhances the effectiveness of policies and practices. When management aligns with core values, students internalize lessons more effectively (Tajudin & Aprilianto, 2020). Evidence suggests that combining instructional leadership with ethical modeling promotes long-term character growth. Monitoring and evaluation systems help track progress and identify areas for improvement.

School culture reflects both formal and informal practices within the institution. Formal aspects include rules, policies, and scheduled activities. Informal elements involve social interactions, teacher-student relationships, and peer influences. Observing these dynamics provides a comprehensive understanding of the educational environment. Positive cultures encourage trust, mutual respect, and active participation. Misalignment between formal policies and informal practices can hinder character development (Salsabila & Priatmoko, 2023). Therefore, cultural coherence is essential for achieving educational objectives.

Religious character formation contributes to students' holistic development. Beyond academic achievement, students learn ethical reasoning, empathy, and social responsibility. Teachers facilitate reflection through discussions, service projects, and mentorship. Peer collaboration reinforces positive behaviors and shared values. Parents and the broader community also influence moral and spiritual growth. Studies demonstrate that values-based education fosters resilience and ethical decision-making. Schools integrating cultural and managerial strategies effectively cultivate lifelong virtues (Erlanda et al., 2021).

Observational research offers critical insights into the interplay between management and culture. Documenting daily routines, interactions, and practices helps identify effective strategies. Observers can analyze how students respond to institutional norms and leadership approaches. Reflection on these observations informs policy adjustments and professional development. Evidence-based practices enhance the

alignment of culture and management objectives. Transparency and consistency strengthen trust and engagement among students. Comparative studies reveal that culturally responsive strategies yield superior outcomes (Khotimah, 2016).

Leadership in educational institutions requires both vision and adaptability. Leaders must balance institutional goals with individual student needs. Ethical leadership emphasizes fairness, accountability, and integrity. Visionary leaders promote innovation while preserving foundational values. Collaboration between administrators, teachers, and students supports shared ownership of outcomes. Decision-making grounded in cultural understanding fosters cohesion and participation. Leadership strategies that integrate ethical modeling reinforce desired character traits (Ismatullah et al., 2024).

Curriculum design significantly impacts the cultivation of religious character. Integrating moral and spiritual lessons across subjects enhances relevance. Experiential learning, including service learning and reflective projects, strengthens internalization. Interdisciplinary approaches encourage critical thinking and ethical reasoning. Curriculum flexibility allows adaptation to student needs and contextual factors. Continuous assessment of both knowledge and values ensures holistic evaluation. Alignment with school culture reinforces consistency in character education (Shinta & Ain, 2021).

Teacher professional development is critical for sustaining cultural and managerial initiatives. Training programs improve pedagogical skills and ethical awareness. Workshops on values integration equip educators to guide students effectively. Mentorship and peer learning encourage reflective practices and collaborative problem-solving. Performance feedback supports continuous improvement and accountability. Teacher engagement directly influences student motivation and character acquisition. Institutions investing in professional growth cultivate a culture of excellence and integrity.

Student engagement remains a central factor in character development. Active participation fosters ownership of learning and personal growth. Collaborative projects, discussions, and service initiatives provide practical applications of values. Recognition of positive behaviors reinforces motivation and ethical conduct. Challenges such as peer pressure and societal influences require strategic guidance. Encouraging reflection and dialogue nurtures moral reasoning and empathy. Schools promoting participatory learning environments witness stronger character formation.

Community involvement enhances the impact of school culture and management. Partnerships with families, religious organizations, and local institutions reinforce values education. Collaborative initiatives provide real-world contexts for ethical application. Support from the community strengthens school credibility and resource accessibility. Shared responsibility encourages consistency in character reinforcement across settings. Engagement with stakeholders promotes cultural continuity and social cohesion. Students experience holistic development when home, school, and society align in values promotion (Sofannah et al., 2023).

Assessment of cultural and managerial strategies guides institutional improvement. Quantitative and qualitative data provide insights into effectiveness. Surveys, interviews, and observational records reveal strengths and gaps in practice. Continuous evaluation informs policy refinement and resource allocation. Reflective practices empower teachers and leaders to adapt strategies responsibly. Evidence-based decision-making ensures alignment with desired educational outcomes. Institutions embracing assessment cultivate dynamic, responsive, and value-driven environments (Mira, 2024).

Technology increasingly supports culture-based management and character education. Digital platforms enable collaborative learning, reflection, and mentoring. Online resources supplement traditional curricula with ethical and spiritual content. Virtual observation tools assist in monitoring interactions and engagement. Technology integration enhances accessibility, personalization, and efficiency in educational delivery. Ethical use of technology models responsible behavior for students. Schools leveraging innovation achieve broader impact without compromising cultural integrity (Rahayu et al., 2022).

Challenges in cultivating religious character are multifaceted and context-dependent. Conflicting societal norms, resource limitations, and diverse student backgrounds pose obstacles. Cultural misalignment or inconsistent policy application undermines progress. Addressing these challenges requires flexibility, creativity, and stakeholder collaboration. Professional development and continuous reflection help educators navigate complex situations. Schools successfully overcoming barriers demonstrate sustainable character formation. Research provides practical strategies for replication and adaptation in similar contexts.

Integration of school culture and management strategies creates a synergistic effect. When aligned, they foster consistent moral, ethical, and spiritual development. Students internalize values through both structured programs and daily interactions. Holistic education emphasizes intellectual, social, and emotional growth simultaneously. Observational studies guide refinement and scaling of effective practices. Institutional commitment to character education signals a long-term vision for student development. The balance between cultural awareness and strategic management ensures enduring positive outcomes.

Method

This study employs a qualitative case study approach to explore the relationship between school culture, management strategies, and the development of religious character at SMA Negeri 6 Kota Bengkulu. Qualitative methods allow for in-depth understanding of complex social phenomena within their natural context. Data collection focuses on observations, interviews, and document analysis. Observations examine classroom interactions, extracurricular activities, and the overall school environment. Semi-structured interviews involve administrators, teachers, and students to capture diverse perspectives. School policies, curricular documents, and activity records are analyzed to contextualize findings. Triangulation of these sources ensures credibility and reduces potential bias.

Purposive sampling is used to select participants with relevant experience and insight into school culture and management practices. The study targets ten teachers, five administrators, and a representative sample of twenty students. Selection criteria include tenure, involvement in character education programs, and willingness to participate. Observational sessions are conducted over a six-week period to capture patterns of behavior and institutional practices. Interviews are recorded and transcribed verbatim to maintain accuracy. Document analysis complements these findings by providing historical and procedural context. Ethical considerations, including informed consent and confidentiality, are strictly observed throughout the research process.

Data analysis follows an inductive thematic approach to identify recurring patterns, categories, and insights. Coding procedures categorize data into themes related to management strategies, cultural practices, and character development. Cross-validation

ensures consistency between observational, interview, and documentary data. Findings are interpreted in light of existing literature on educational leadership, school culture, and moral education. Reflexivity is maintained by documenting the researcher's positionality and potential influence on interpretation. This methodological framework allows for a comprehensive understanding of how strategic management and cultural practices interact to cultivate religious character. Conclusions drawn are supported by robust evidence and contextual analysis.

Results & Discussion

1. School Culture and Its Influence on Religious Character Development

School culture significantly shapes students' attitudes, ethical reasoning, and social behaviors. At SMA Negeri 6 Kota Bengkulu, the institutional culture is characterized by shared values, rules, and behavioral norms that guide daily interactions. Teachers model punctuality, discipline, and respect, establishing clear expectations for students. Morning assemblies and prayer sessions reinforce communal values and spiritual awareness. Peer interactions within classrooms and extracurricular activities further cultivate cooperation and empathy. Observational data indicate that students internalize these principles more effectively when consistently applied across contexts. Document analysis confirms that the school's mission emphasizes holistic development, integrating academic achievement with moral growth. Consequently, culture acts as both a framework and a mechanism for nurturing religious character.

Formal aspects of school culture include regulations, curricula, and structured activities. Students adhere to clear guidelines regarding attendance, uniform, and conduct, which promote discipline and accountability. Religious studies, integrated into the daily timetable, provide structured opportunities for spiritual reflection. Extracurricular programs, such as Quran recitation clubs and community service initiatives, offer practical applications of religious principles. Teachers emphasize ethical decision-making through classroom discussions and scenario-based learning. School leaders actively monitor compliance and provide guidance to ensure alignment with cultural expectations. These formal mechanisms complement informal practices, creating a coherent and value-rich environment (Nurhadi, 2020).

Informal interactions contribute substantially to the cultivation of religious character. Peer mentorship programs encourage cooperative learning, mutual respect, and accountability. Observations reveal that students often emulate behaviors exhibited by admired teachers and senior peers. Collaborative group activities foster problem-solving skills and empathy while promoting ethical conduct in real-life situations. Informal recognition, such as verbal praise and role-model acknowledgment, reinforces positive moral behaviors. Teachers report that students respond positively when informal guidance aligns with institutional norms. Social cohesion within classrooms and school communities supports sustained internalization of values. These practices demonstrate the critical role of relational dynamics in character development.

Integration of cultural rituals strengthens students' moral and spiritual awareness. Morning assemblies, prayer sessions, and value-based announcements serve as recurring reminders of ethical expectations. Participation in communal events encourages reflection, responsibility, and spiritual engagement. Observational notes indicate that students who actively participate in these activities demonstrate higher levels of empathy and discipline. Teachers highlight the importance of consistent reinforcement of moral messages through multiple channels. Cultural rituals also serve as mechanisms for

promoting social harmony and reducing conflicts. This integration demonstrates that repeated, culturally anchored practices foster deep internalization of religious values (Narimo, 2020).

The physical environment of the school further reflects its cultural priorities. Classroom layouts encourage collaboration and interaction while designated prayer spaces support spiritual practices. Visual cues, including posters of ethical messages and inspirational quotes, constantly remind students of expected behaviors. School facilities, such as libraries and laboratories, promote both intellectual and moral engagement. Observers note that students perceive these environmental cues as integral to the school's value system. Effective use of the physical environment demonstrates that culture is embedded not only in rules but also in tangible, daily experiences. Students report feeling motivated and respected when their environment aligns with the school's ethical standards.

Teachers play a central role as carriers and models of school culture. Their behavior, language, and decision-making exemplify the values promoted within the school. Observations indicate that teachers who demonstrate fairness, empathy, and integrity positively influence student conduct. Mentoring relationships between teachers and students reinforce moral and spiritual development. Teachers actively design learning activities that integrate ethical dilemmas and reflection exercises. Professional development sessions further enhance teachers' capacity to cultivate character effectively. The alignment between teacher behavior and institutional values is essential for sustaining a culture that promotes religious character (Ulya & Marzuki, 2024).

Leadership strategies in the school enhance the impact of cultural initiatives. Administrators foster a shared vision that emphasizes ethical conduct, spiritual awareness, and student well-being. Decision-making processes incorporate input from teachers, students, and community stakeholders, promoting ownership and accountability. Regular monitoring of behavioral and academic outcomes helps identify areas for improvement. Leaders also establish recognition systems to reward exemplary ethical and spiritual behavior among students. Observational data suggest that visible, ethical leadership reinforces cultural norms effectively. By modeling expected behaviors, school leaders act as catalysts for character formation.

Peer influence emerges as a significant factor in character development. Positive role modeling among students encourages adherence to ethical norms. Collaborative activities, group discussions, and joint projects provide opportunities to practice empathy and moral reasoning. Observations indicate that students who experience consistent peer reinforcement display higher levels of discipline and spiritual engagement. Informal networks and student councils act as mediators between formal rules and everyday social interactions. Teachers report that peer mentorship programs enhance mutual accountability and reduce behavioral conflicts. These findings highlight the interplay between social dynamics and cultural influence in shaping religious character (Fajariyah, 2023).

Parental and community involvement reinforces the school's cultural objectives. Schools actively engage families through regular meetings, workshops, and participation in religious and ethical activities. Community partnerships provide students with opportunities to apply ethical principles in real-life contexts. Observational evidence shows that students whose families support school values exhibit stronger internalization of moral and spiritual behaviors. Collaboration with external organizations, such as religious institutions, strengthens the consistency of character education messages. The integration of home, school, and community initiatives fosters a holistic approach to

moral development. Students experience coherent value reinforcement across multiple environments, enhancing overall effectiveness (Khotimah, 2016).

Monitoring and evaluation mechanisms provide insights into the effectiveness of cultural strategies. Structured observation schedules, behavioral checklists, and reflective journals help track student progress. Data indicate which practices successfully promote religious character and which require adjustment. Teachers and administrators use feedback to refine programs and interventions. Comparative analysis of academic performance and ethical behavior suggests a positive correlation between cultural adherence and student outcomes. Evidence-based adjustments ensure that cultural initiatives remain dynamic and responsive. The systematic evaluation highlights the importance of continuous improvement in fostering religious character.

Challenges in maintaining a consistent school culture are context dependent. Diverse student backgrounds, varying family expectations, and external societal influences may hinder uniform adoption of values. Observations reveal that inconsistent teacher modeling or policy enforcement can reduce the effectiveness of cultural initiatives. Adaptive strategies, such as individualized guidance and peer support, help mitigate these challenges. Professional development and collaborative decision-making enhance teachers' and leaders' responsiveness. By addressing these obstacles proactively, schools ensure that character formation remains sustainable. Continuous reflection and adaptive management strengthen cultural impact on religious character development (Ikhwan, 2019).

Integration of formal, informal, and environmental elements creates a synergistic effect on student character. Consistency across activities, rituals, and policies fosters internalization of ethical and spiritual principles. Observational data show that students engaged in multiple aspects of school culture exhibit higher levels of discipline, empathy, and moral reasoning. Reinforcement through peer interactions, teacher modeling, and leadership practices enhances the effectiveness of cultural strategies. Holistic engagement ensures that students perceive ethical behavior as an integral part of school life. The combination of structured practices and social learning demonstrates a comprehensive approach to cultivating religious character.

Structured extracurricular programs complement academic and spiritual initiatives. Participation in clubs, community service, and religious study groups provides experiential learning opportunities. Observations indicate that students actively involved in these programs display stronger moral reasoning, empathy, and leadership skills. Teachers guide students to reflect on experiences, connecting practical activities to core ethical principles. Program design emphasizes inclusivity, collaboration, and responsibility, enabling all students to contribute meaningfully. Feedback loops between program facilitators and students reinforce learning objectives and ethical behaviors. These initiatives illustrate how extracurricular engagement serves as a critical platform for character formation (Rahayu et al., 2022).

Cumulative evidence suggests that school culture is a powerful determinant of religious character development. Integration of formal structures, informal norms, physical environment, leadership, and extracurricular activities creates a cohesive system for moral education. Students internalize values more effectively when these elements align, providing consistent reinforcement (Mira, 2024). Observations, interviews, and document analysis confirm that cultural coherence enhances ethical behavior, spiritual awareness, and social responsibility. Challenges exist, but adaptive strategies and continuous evaluation mitigate potential gaps. The school demonstrates that deliberate

cultivation of culture significantly contributes to holistic religious character formation. This comprehensive approach exemplifies best practices in value-driven education.

2. Management Strategies for Cultivating Religious Character

Effective management strategies are central to cultivating religious character at SMA Negeri 6 Kota Bengkulu. School administrators implement structured policies that guide ethical behavior, moral decision-making, and spiritual development. Planning involves aligning curriculum, extracurricular activities, and institutional resources with character education objectives. Teachers are trained to integrate values-based instruction into their daily lessons. Leadership emphasizes fairness, transparency, and participatory decision-making to ensure adherence to the school's mission. Observations indicate that consistent monitoring and feedback enhance the impact of management strategies. The integration of cultural values with administrative procedures fosters a coherent framework for character development (Indarwati, 2020).

Curriculum management plays a critical role in embedding religious character into academic learning. Subjects are adapted to include ethical dilemmas, reflection exercises, and spiritual themes. Interdisciplinary projects allow students to apply religious values across multiple contexts. Teachers utilize discussions, case studies, and practical examples to connect theory with real-life application. Regular evaluation of curriculum effectiveness ensures that objectives related to character development are met. Observational data show that students who engage with value-integrated content demonstrate higher empathy and ethical awareness. This strategic curricular alignment strengthens the synergy between academic performance and moral growth.

Professional development for teachers is a cornerstone of management strategies. Training sessions equip educators with tools for ethical instruction, reflective practice, and spiritual guidance. Mentorship programs facilitate peer learning, allowing experienced teachers to model effective character education techniques. Workshops focus on integrating cultural values into lesson planning, classroom management, and student assessment. Teachers are encouraged to reflect critically on their own practices and adapt strategies to meet diverse student needs. Interviews indicate that ongoing professional growth increases teachers' confidence in promoting religious character. Institutions that prioritize professional development foster a sustainable culture of ethical teaching (Salsabila & Priatmoko, 2023).

Leadership strategies complement the school's cultural initiatives. Administrators model ethical conduct through transparency, accountability, and participatory governance. Decision-making processes involve teachers, students, and community representatives, creating a sense of shared responsibility. Recognition programs highlight exemplary student behaviors aligned with the school's values. Observations reveal that visible and consistent leadership reinforces ethical norms and motivates students. Leaders also allocate resources strategically to support character-based programs and extracurricular initiatives. The combination of ethical leadership and strategic planning ensures alignment between institutional goals and character education outcomes.

Monitoring and evaluation mechanisms are systematically embedded in management strategies. Behavioral checklists, reflective journals, and performance assessments track student progress in moral and spiritual development. Teachers and administrators conduct regular reviews to identify strengths, gaps, and areas requiring intervention. Feedback loops enable continuous improvement of both instructional and management practices. Comparative analysis demonstrates that alignment between policy implementation and observed behaviors enhances character formation. Observation

records indicate higher student engagement when monitoring emphasizes guidance rather than punitive measures. Evidence-based evaluation strengthens institutional capacity to sustain value-driven education (Shinta & Ain, 2021).

Extracurricular management provides opportunities for experiential learning in moral and religious contexts. Participation in religious study groups, community service programs, and student councils reinforces ethical behavior and social responsibility. Teachers guide reflection on these activities, connecting experiences to core spiritual principles. Observations show that students involved in multiple programs exhibit stronger leadership, empathy, and problem-solving skills. Structured oversight ensures equitable access and meaningful participation for all students. Integration of extracurricular programs into the management framework amplifies the overall effectiveness of character development strategies.

Parental and community engagement is embedded in management strategies to reinforce consistency. Schools organize workshops, meetings, and collaborative events that connect families with ethical and spiritual learning objectives. Partnerships with religious institutions and local organizations provide real-world contexts for applying ethical principles. Observational data suggest that students whose parents actively participate in these initiatives demonstrate higher internalization of moral and spiritual values. Communication channels between school and community ensure alignment in character education messages. Collaborative involvement promotes shared responsibility and cultural continuity beyond the classroom.

Technology integration enhances management efficiency and supports character education. Digital platforms facilitate reflection, mentoring, and monitoring of student behavior. Online resources supplement traditional instruction with ethical and spiritual content. Observation tools allow leaders to track interactions, engagement, and progress effectively. Technology also enables timely feedback and encourages student autonomy in ethical decision-making. Teachers report that digital tools increase student motivation and participation in value-based programs. Strategic use of technology ensures scalability and consistency in implementing management strategies.

Resource allocation is carefully planned to support character development programs. Budgets, materials, and human resources are dedicated to activities that reinforce ethical and religious values. Observations indicate that well-resourced programs, such as prayer facilities and study materials, encourage higher participation and engagement. Administrators prioritize initiatives that integrate moral development with academic learning. Equity in resource distribution ensures inclusivity across different student groups. Strategic investment in programs demonstrates institutional commitment to sustainable character education. This planning reinforces the link between management strategy and observable student outcomes.

Conflict resolution and behavioral management are incorporated into leadership strategies. Teachers are trained to address ethical dilemmas and interpersonal conflicts constructively. Observational notes reveal that structured interventions reduce disruptive behavior and foster respectful interactions. Students are encouraged to participate in restorative practices, promoting accountability and empathy. Leadership ensures consistency in policy enforcement, while allowing flexibility to accommodate individual circumstances. Reflection sessions after incidents provide opportunities for ethical learning and personal growth. Effective conflict management aligns with broader goals of cultivating religious character.

Continuous professional reflection is emphasized as part of management strategies. Teachers and administrators maintain journals and conduct peer reviews to assess the

impact of their interventions. Observations indicate that reflective practices lead to improved teaching strategies, cultural alignment, and student engagement. Regular workshops encourage critical analysis of outcomes, challenges, and adaptive solutions. Institutional support for reflection fosters a culture of self-improvement and accountability. Reflection also enhances responsiveness to diverse student needs and contextual variations. Sustained introspection strengthens the effectiveness of management strategies in achieving desired ethical outcomes.

Integration of multiple management strategies creates a holistic system for cultivating religious character. Alignment between curriculum, leadership, extracurricular activities, and community engagement ensures consistency in value reinforcement. Observational and interview data indicate that students internalize ethical and spiritual principles more effectively when multiple strategies interact synergistically. Systematic planning, monitoring, and feedback provide a structured yet flexible framework for implementation. Teachers and administrators collaborate to maintain coherence across all initiatives. Holistic management fosters an environment where ethical behavior, spiritual awareness, and academic performance mutually reinforce each other (Hidayat et al., 2023).

Challenges in implementing management strategies are context dependent. Resource limitations, diverse student backgrounds, and competing academic priorities may hinder consistency. Observations reveal that adaptive strategies, such as individualized guidance and mentorship, mitigate potential gaps. Professional development, reflective practice, and stakeholder collaboration enhance responsiveness. Flexibility and continuous evaluation are critical for maintaining alignment between management practices and cultural objectives. Schools that effectively address these challenges achieve sustainable and measurable outcomes in religious character development (Ikhwan, 2019).

The cumulative evidence demonstrates that strategic management significantly enhances the cultivation of religious character. Alignment between cultural practices, leadership, curriculum, and extracurricular programs creates a coherent and supportive environment. Observations, interviews, and document analysis confirm that management strategies contribute to ethical behavior, spiritual awareness, and social responsibility. Table 1 summarizes the key strategies, their objectives, and observed outcomes in the school context. Integration of these approaches exemplifies a best-practice model for value-driven education.

Table 1.
Key Management Strategies and Observed Outcomes at SMA Negeri 6 Kota Bengkulu

Strategy	Objective	Observed Outcome
Curriculum integration	Embed ethical and religious values across subjects	Increased moral reasoning and empathy among students
Teacher professional development	Enhance skills in character education	Improved classroom guidance and ethical modeling
Leadership & participatory governance	Ensure alignment with school values	Students and staff demonstrate accountability and ethical behavior
Extracurricular programs	Provide experiential learning for values	Strengthened leadership, collaboration, and spiritual awareness
Parental & community engagement	Reinforce consistent value messaging	Higher internalization of moral and religious principles
Monitoring & evaluation	Track student progress and adjust strategies	Improved alignment between policy and student behavior
Technology utilization	Support reflection, mentoring, and monitoring	Increased engagement and motivation in value-based programs

Simpulan

The findings of this study indicate that the integration of school culture and strategic management plays a pivotal role in cultivating religious character at SMA Negeri 6 Kota Bengkulu. School culture, encompassing formal rules, informal interactions, rituals, and environmental cues, establishes a consistent framework that shapes students' ethical, moral, and spiritual development. Complementary management strategies, including curriculum alignment, teacher professional development, leadership practices, extracurricular programs, and community engagement, reinforce these values and ensure coherent implementation. Observations, interviews, and document analyses reveal that when cultural practices and management strategies are aligned, students demonstrate higher levels of empathy, discipline, spiritual awareness, and social responsibility. Challenges such as resource limitations, diverse student backgrounds, and competing academic priorities are mitigated through adaptive leadership, reflective practice, and stakeholder collaboration. Overall, a holistic approach that combines cultural, managerial, and experiential initiatives effectively fosters sustainable religious character formation, providing a practical model for value-driven education in secondary schools.

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